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ABSTRACT

This lesson describes and discusses the submerged remains of the battleship USS Arizona which rests on the silt of Pearl Harbor (Hawaii), just as it had settled on December 7, 1941, the day Japan attacked the U.S. fleet and began the Pacific battles of World War II. The lesson is based on the National Register of Historic Places registration file, "USS Arizona Wreck", and other materials from the park. It could be used in U.S. history units on World War II or in courses dealing more generally with war and conflict. Students will better understand the logistics of the Japanese attack, the Arizona's destruction, and the significance of the Memorial to the people of the United States. The lesson is divided into the following teaching activities sections: "Setting the Stage": "Historical Context"; "Locating the Site": "Maps" (Hawaii and Japan; the Island of Oahu; Pearl Harbor); "Determining the Facts: Readings" (The Attack on Pearl Harbor; The USS Arizona Memorial); "Determining the Facts: Charts" (December 7, 1941, Losses; Brothers Aboard the USS Arizona, Dec. 7, 1941); "Visual Evidence: Images" (The USS Arizona Setting Out from New York, 1918; USS Arizona Burns and Sinks, Dec. 7, 1941; Aerial and Interior Views of the USS Arizona Memorial; Aerial View of Pearl Harbor Today); and "Putting It All Together: Activities" (Pearl Harbor and the Casualties of War; Comparing Textbook Accounts; Survivors of War; Examining War Materials). Contains a list of supplementary Web site resources. (BT)

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Teaching with Historic Places

Remembering Pearl Harbor: The USS Arizona Memorial

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National Register of Historic Places
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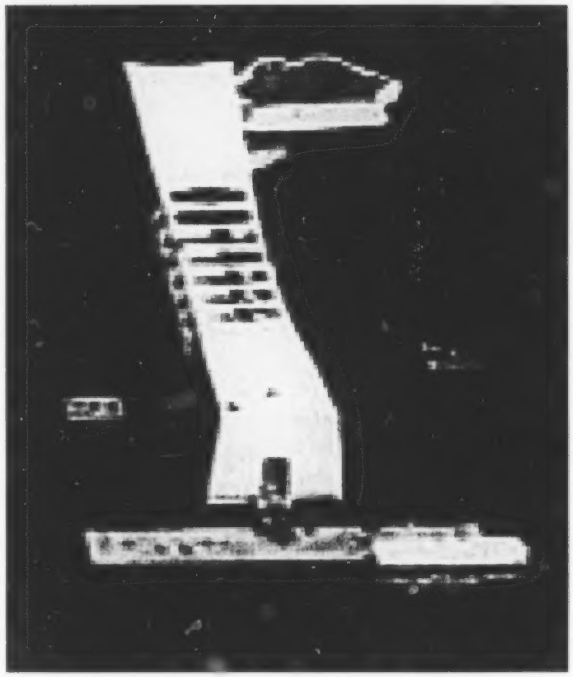
Remembering Pearl Harbor: The USS Arizona Memorial

Today the battle-scarred, submerged remains of the battleship USS Arizona rest on the silt of Pearl Harbor, just as they settled on December 7, 1941. The ship was one of many casualties from the deadly attack by the Japanese on a quiet Sunday that President Franklin Roosevelt called "a date which will live in infamy." The Arizona's burning bridge and listing mast and superstructure were photographed in the aftermath of the Japanese attack, and news of her sinking was emblazoned on the front page of newspapers across the land. The photograph symbolized the destruction of the United States Pacific Fleet at Pearl Harbor and the start of a war that was to take many thousands of American lives. Indelibly impressed into the national memory, the image could be recalled by most Americans when they heard the battle cry, "Remember Pearl Harbor."



More than a million people visit the USS Arizona Memorial each year. They file quietly through the building and toss flower wreaths and leis into the water. They watch the iridescent slick of oil that still leaks, a drop at a time, from ruptured bunkers after more than 50 years at the bottom of the sea, and they read the names of the dead carved in marble on the Memorial's walls.

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About This Lesson

This lesson is based on the National Register of Historic Places registration file "USS Arizona Wreck," and other materials from the park. It was written by John Vierra, Jr., park ranger, USS Arizona Memorial.

Where it fits into the curriculum

This lesson could be used in American history units on World War II or in courses dealing more generally with war and conflict. Students will better understand the logistics of the Japanese attack, the Arizona's destruction, and the significance of the Memorial to the people of the United States.

Objectives for students

1) To describe the destruction at Pearl Harbor, the sinking of the USS Arizona, and the consequent loss of life.

2) To explain the important role of the USS Arizona as part of the Pacific Fleet.

3) To explain the significance of the USS Arizona Memorial and other war memorials.

4) To determine the impact of World War II on their own community.

Materials for students

The readings and maps listed below either can be used directly on the computer or can be printed out, photocopied and distributed to students. The photographs appear twice: in a low-resolution version with associated questions and alone in a high-resolution, full-page version.

1) Three maps showing the Japanes deployment and targets;

2) Two readings about the attack on Pearl Harbor and the USS Arizona Memorial;

3) Two charts showing casualties of the attack; and

4) Five photos of the USS Arizona and the Memorial.

Visiting the Park

The visitor center and the USS Arizona are located on the Pearl Harbor Navy Base and are operated and maintained by the National Park Service. The visitor center is located on the shoreline overlooking Pearl Harbor directly off State Highway 99 (Kamehameha Highway),

about a 45-minute drive west of Waikiki. The visitor center is open daily from 7:30 a.m. to 5 p.m., except Thanksgiving, Christmas, and New Year's days. For further information, visit the park web pages at http://www.nps.gov/usar/

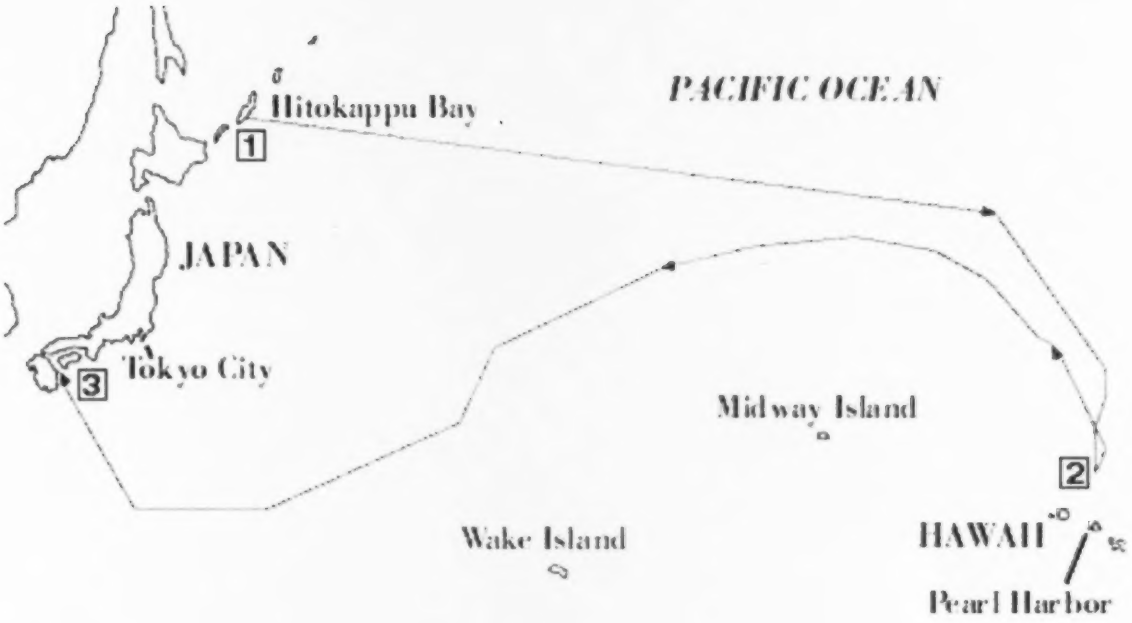
Teaching Activities

Setting the Stage

Explain to students that the attack on Pearl Harbor thrust the United States into World War II. The attack had significant and far-reaching political effects on the United States, changing the minds of many who had been philosophically opposed to war or who had taken a passive stance towards the war in Europe. The increasing diplomatic confrontations and economic sanctions against Japan by the United States and others, compounded by Japan's undeclared war in China and the weakening of European control in Asian colonies, precipitated the war in the Pacific. The Japanese felt that the time was opportune to conquer British, American, French, Chinese, and Dutch territories in Southeast Asia. This belief pushed militaristic factions in Japan to provoke war with the United States. Fearing that the United States Pacific Fleet would pose a formidable obstacle to Japanese conquest of Southeast Asia, Admiral Isoruko Yamamoto, Commander-in-Chief of the Japanese Combined Fleet, visualized a bold attack on the Pacific Fleet while it lay at anchor at Pearl Harbor. Such a surprise strategical attack, bold and daring in its execution, would, he believed, secure the Pacific.

Teaching Activities--Locating the Site

Map 1: Hawaii and Japan.



(John F. DeVirgilio for USS Arizona Memorial)

	Tokyo Time	Hawaii Time	Washington, DC Time
1	Nov. 26--0600	Nov. 25--1030	Nov. 25--1600
2*	Dec. 8--0130	Dec. 7--0600	Dec. 7--1130
3	Dec. 23	Dec. 22	Dec. 22

* First wave aircraft began launching.

The Japanese fleet that set out for the Hawaiian Islands consisted of 33 warships and auxiliary craft, including six aircraft carriers.

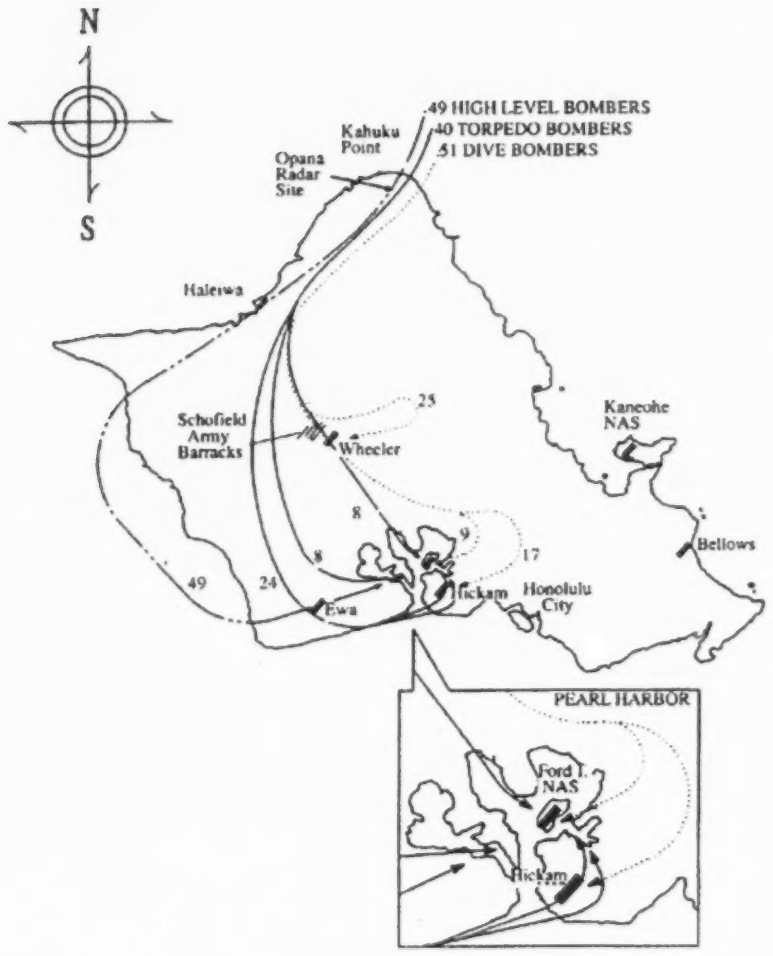
1. When did the Japanese set out on their attack?

2. When did the Japanese return to Japan?

3. Why do you think so much time elapsed in between? (Additional information is found in Reading 1.)

Teaching Activities--Locating the Site

Map 2: The Island of Oahu



(John F. DeVirgilio for USS Arizona Memorial)

Not only Pearl Harbor, but every military installation on the island of Oahu was attacked on December 7, 1941.

1. What types of aircraft were used in the attack?

2. Trace the route of each type of aircraft.

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Teaching Activities--Locating the Site

Map 3: Pearl Harbor.

(John F. DeVirgilio for USS Arizona Memorial)

At the time of the attack, the 130 vessels of the U.S. Pacific Fleet lay at Pearl Harbor.

1. Note the location of Ford Island Naval Air Station on Map 3 and then locate it on Map 2.

2. Locate the USS Arizona.

3. Does this map help you understand why the Japanese believed that a victory here would secure the Pacific? Why or why not?

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Teaching Activities--Determining the Facts

Reading 1: The Attack on Pearl Harbor

(Refer to Maps 1, 2, and 3 as you read the description of the attack.)

The attack on Pearl Harbor was the culmination of a decade of deteriorating relations between Japan and the United States over the status of China and the security of Southeast Asia. This breakdown began in 1931 when Japanese army extremists, in defiance of government policy, invaded and overran the northern-most Chinese province of Manchuria. Japan ignored American protests, and in the summer of 1937 launched a full-scale attack on the rest of China. Although alarmed by this action, neither the United States nor any other nation with interests in the Far East was willing to use military force to halt Japanese expansion.

Over the next three years, war broke out in Europe and Japan joined Nazi Germany and Fascist Italy in the Axis Alliance. The United States applied both diplomatic and economic pressures to try to resolve the Sino-Japanese conflict. The Japanese government viewed these measures, especially an embargo on oil, as threats to their national security. By the summer of 1941, both countries had taken positions from which they could not retreat without a serious loss of national prestige. Although both governments continued to negotiate their differences, Japan had already decided on war. The attack on Pearl Harbor was part of a grand strategy of conquest in the western Pacific. The objective was to immobilize the Pacific Fleet so that the United States could not interfere with invasion plans. The principal architect of the attack was Admiral Isoruko Yamamoto, Commander-in-Chief of the Japanese Combined Fleet. Though personally opposed to war with America, Yamamoto knew that Japan's only hope of success in such a war was to achieve quick and decisive victory. If there were a prolonged conflict, America's superior economic and industrial power would likely tip the scales in her favor.

On November 26, the Japanese attack fleet of 33 warships and auxiliary craft, including 6 aircraft carriers, sailed from northern Japan for the Hawaiian Islands. It followed a route that took it far to the north of the normal shipping lanes. By early morning, December 7, 1941, the ships had reached their launch position, 230 miles north of Oahu. At 6 a.m., the first wave of fighters, bombers, and torpedo planes took off. The night before, some 10 miles outside the entrance to Pearl Harbor, five midget submarines carrying two crewmen and two torpedoes each were launched from larger "mother" subs. Their mission: enter Pearl Harbor before the air strike, remain submerged until the attack got underway, then cause as much damage as possible.

Meanwhile at Pearl Harbor, the 130 vessels of the U.S. Pacific Fleet lay calm and serene. Seven of the fleet's nine battleships were tied up along "Battleship Row" on the southeast shore of Ford Island. Naval aircraft were lined up at Ford Island and Kaneohe Bay Naval Air Stations, and Marine aircraft at Ewa Marine Corps Air Station. At Hickam, Wheeler, and Bellows airfields, aircraft of the U.S. Army Air Corps were parked in groups as defense against possible saboteurs.

At 6:40 a.m., the crew of the destroyer USS Ward spotted the conning tower of one of the midget subs headed for the entrance to Pearl Harbor. The Ward sank the sub with depth charges and gunfire, then radioed the information to headquarters. Before 7 a.m. the radar station at Opana Point picked up a signal indicating a large flight of planes approaching from the north. These were thought to be either aircraft flying in from the carrier Enterprise or an anticipated flight of B-17s from the mainland, so no action was taken.

The first wave of Japanese aircraft arrived over their target areas shortly before 7:55 a.m. Their leader, Commander Mitsuo Fuchida, sent the coded messages "To, To, To" and "Tora, Tora, Tora," telling the fleet that the attack had begun and that surprise had been achieved.

At approximately 8:10, the USS Arizona exploded, hit by a 1,760-pound armor-piercing shell that slammed through her deck and ignited her forward ammunition magazine. In less than nine minutes, she sank with 1,177 of her crew. The USS Oklahoma, hit by several torpedoes, rolled over, trapping more than 400 men inside. The USS California and USS West Virginia sank at their moorings, while the USS Utah, converted to a training ship, capsized with more than 50 of her crew. The USS Maryland, USS Pennsylvania, and USS Tennessee all suffered significant damage. The USS Nevada attempted to run out to sea but took several hits and had to be run aground to avoid sinking and blocking the harbor entrance.

While the attack on Pearl Harbor intensified, other military installations on Oahu were hit. Hickam, Wheeler, and Bellows airfields, Ewa Marine Corps Air Station, Kaneohe Bay Naval Air Station, and Schofield Barracks suffered varying degrees of damage, with hundreds of planes destroyed on the ground and hundreds of men killed or wounded.

After about five minutes, American anti-aircraft fire began to register hits, although many of the shells that had been improperly fused fell on Honolulu, where residents assumed them to be Japanese bombs. After a lull, at 8:40 a.m. the second wave of attacking planes focused on continuing the destruction inside the harbor, destroying the USS Shaw, Sotoyomo, a dry dock, and heavily damaging the Nevada, forcing her aground. The Japanese also attacked Hickam and Kaneohe airfields, causing heavy loss of life and reducing American ability to retaliate.

Army Air Corps pilots managed to take off in a few fighters and may have shot down 12 enemy planes. At 10 a.m. the second wave of attacking planes withdrew to the north, and the assault was over. The Japanese lost 29 planes and five midget submarines, one of which was captured when it ran aground off Bellows Field.

The attack was a great, but not total, success. Although the U.S. Pacific Fleet was shattered, its aircraft carriers (not in port at the time of the attack) were still afloat and Pearl Harbor was surprisingly intact. The shipyards, fuel storage areas, and submarine base suffered no more than slight damage. More importantly, the American people, previously divided over the issue of U.S. involvement in World War II, rallied together with a total commitment to victory over Japan and her Axis partners.

1. List the factors that led to the surprise strategical attack of Pearl Harbor. How did the Japanese justify such an attack?

2. What did the Japanese regard as the main purpose of the attack?

3. Why were the United States Pacific Fleet and other military installations caught off guard?

4. Why had diplomatic negotiations broken down?

5. Why was there no declaration of war before the attack?

6. How many battleships were in the area known as "Battleship Row"? What happened to each of them? What happened at other military installations?

7. What damage did the U.S. military inflict on the Japanese?

8. Why was the success of the attack on Pearl Harbor considered "great, but not total"?

Reading 1 was adapted from the National Park Service visitor's guide for the USS Arizona Memorial.

Teaching Activities--Determining the Facts

Reading 2: The USS Arizona Memorial

The USS Arizona is the final resting place for many of the ship's 1,177 crewmen who lost their lives on December 7, 1941. The 184-foot-long Memorial structure spanning the mid-portion of the sunken battleship consists of three sections: 1) the entry and assembly rooms, 2) a central area designed for ceremonies and general observation, and 3) the shrine room, where the names of those killed on the USS Arizona are engraved on the marble wall.

The primary concern of the U.S. Navy immediately after the attack had been to repair the damaged ships as quickly as possible. Early on, it became clear that the USS Arizona would never sail again. While other ships were restored, she lay under the water, a silent reminder of the "date which will live in infamy." When the navy began to consider raising the ship and recovering the dead, medical examiners advised that many of the men had been cremated by the blast and ensuing fire, and others would be unrecognizable after being submerged for a long time. The navy then decided to maintain the old custom of sailing men: those who die at sea are buried at sea. They would not, however, be forgotten.

The USS Arizona Memorial grew out of the desire to establish some sort of shrine at Pearl Harbor to honor those of the USS Arizona and all others who died in the attack. Suggestions for such a memorial began in 1943, but it was not until 1949, when the Territory of Hawaii established the Pacific War Memorial Commission, that the first concrete steps were taken to bring it about. Initial recognition came in 1950 when Admiral Arthur Radford, Commander in Chief, Pacific (CINCPAC), ordered that a flagstaff be erected over the sunken battleship. On the ninth anniversary of the attack, a commemorative plaque was placed at the base of the flagstaff.

President Dwight D. Eisenhower, who helped achieve Allied victory in Europe during World War II, approved the creation of the national Memorial in 1958. Its construction was completed in 1961 with private donations and public funds appropriated by Congress. The Memorial was dedicated in 1962.

According to its architect, Alfred Preis, the design of the Memorial, "wherein the structure sags in the center but stands strong and vigorous at the ends, expresses initial defeat and ultimate victory....The overall effect is one of serenity. Overtones of sadness have been omitted to permit the individual to contemplate his own personal responses...his innermost feelings."

Contrary to popular belief, the USS Arizona is no longer in commission. As a special tribute to the ship and her lost crew, the United States flag flies from the flagstaff, which is attached to the severed mainmast of the sunken battleship. The USS Arizona Memorial has come to commemorate all military personnel killed in the Pearl Harbor attack.

1. How did it happen that the USS Arizona became the focus of a memorial to honor all who died at Pearl Harbor? What special recognition is given to the USS Arizona at the Memorial site?

2. How was money raised to build the Memorial?

3. Do you think the architect accomplished his goal for the building? Why or why not?

Reading 2 was compiled from the National Park Service visitor's guide for the USS Arizona Memorial; and James P. Delgado, "USS Arizona Wreck" (Honolulu County, Hawaii) National Register of Historic Places Registration Form, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1998.

Teaching Activities--Determining the Facts

Chart 1: December 7, 1941 losses

Personnel Killed	United States	Japan
Navy	2001	64
Marine Corps	105	
Army	240	
Civilian	58	
Personnel Wounded		
Navy	710	Unknown
Marine Corps	69	
Army	364	
Civilian	35	
Ships		
Sunk or beached *	12	5
Damaged	9	
Aircraft		
Destroyed	164	29
Damaged	159	74

* All U.S. ships, except the USS Arizona, the USS Utah, and the USS Oklahoma, were salvaged and later saw action.

Of the total number of men killed at Pearl Harbor, 1,177 were sailors and marines serving on the USS Arizona. Some 333 men aboard the USS Arizona survived the attack.

1. Why was the Japanese casualty list so low compared with that of the United States?

2. What percentage of the dead came from the Arizona?

3. What percentage of the total crew survived?

4. Do these figures help you to understand why the remains of the Arizona were chosen as a site for a memorial? Why or why not?

Information for Chart 1 comes from the USS Arizona Memorial, National Park Service.

Teaching Activities--Determining the Facts

Chart 2: Brothers Aboard the USS Arizona, December 7, 1941

Survivors in Bold Print
Twins marked with an *

1. *Anderson, Delbert J.
   John Delmar

2. Allison, Andrew K.
   J.T.

3. Ball, William V.
   Masten A.

4. Becker, Harvey Herman
   Marvin Otto
   Wesley Paulson

5. Birdsell, Ryan Delois
   Estelle

6. Bromley, George Edward
   Jimmie

7. Chandler, Donald Ross
   Edwin Ray

8. Chapman, Naaman
   Noel B.

9. Christiansen, Edward Lee
   Harlan Carl

10. Conrad, Homer Milton, Jr.
    Walter Ralph

11. Conlin, Bernard Eugene
    James Leo

12. Cooper, Clarence Eugene
    Kenneth Erven

13. Czarnecki, Stanley
    Anthony Francis

14. Doherty, George Walter
    John Albert
    John Andrew

15. Flory, Max Edward
    Dale Frederick

16. *Heidt, Edward Joseph
    Wesley John

17. Ingalls, Richard Fitch
    Theodore A.

18. Iverson, Earl Henry
    Norman Kenneth

19. Jones, Daniel Pugh
    Woodrow Wilson

20. Jones, Edward Ethmer
    Homer Lloyd

21. Keniston, Donald Lee
    Kenneth Howard

22. Kennington, Charles Cecil
    Milton Homer

23. Kramb, James Henry
John David

24. Lakin, Donald Lapier
Joseph Joran

25. Livers, Raymond Edward
Wayne Nichols

26. Miller, George Stanley
Jessie Zimmer

27. Murdock, Charles Luther
Melvin Elijah
Thomas D.

28. Nichols, Alfred Ross
Louis Duffie

29. O'Bryan, George David
Joseph Benjamin

30. Shive, Malcolm Holman
Gordon E.

31. Skiles, Charley Jackson, Jr.
Eugene

32. Starkovich, Charles
Joseph, Jr.

33. Velia, Galen Steve
Keith Lloyd

34. Wells, Raymond Virgil, Jr.
William B.

Father and Son:
Father: Free, Thomas Augustus
Son:William Thomas

When these young men enlisted, there was a general belief that the United States would not become involved in the war in Europe, and little thought that diplomatic and economic problems with Japan would ever result in war. Eventually legislation was passed which prohibited members of the same family from serving on the same ship.

1. Why might brothers hope to be assigned to the same ship? If they had known what was to come, do you think they would still have tried to serve on the same ship?

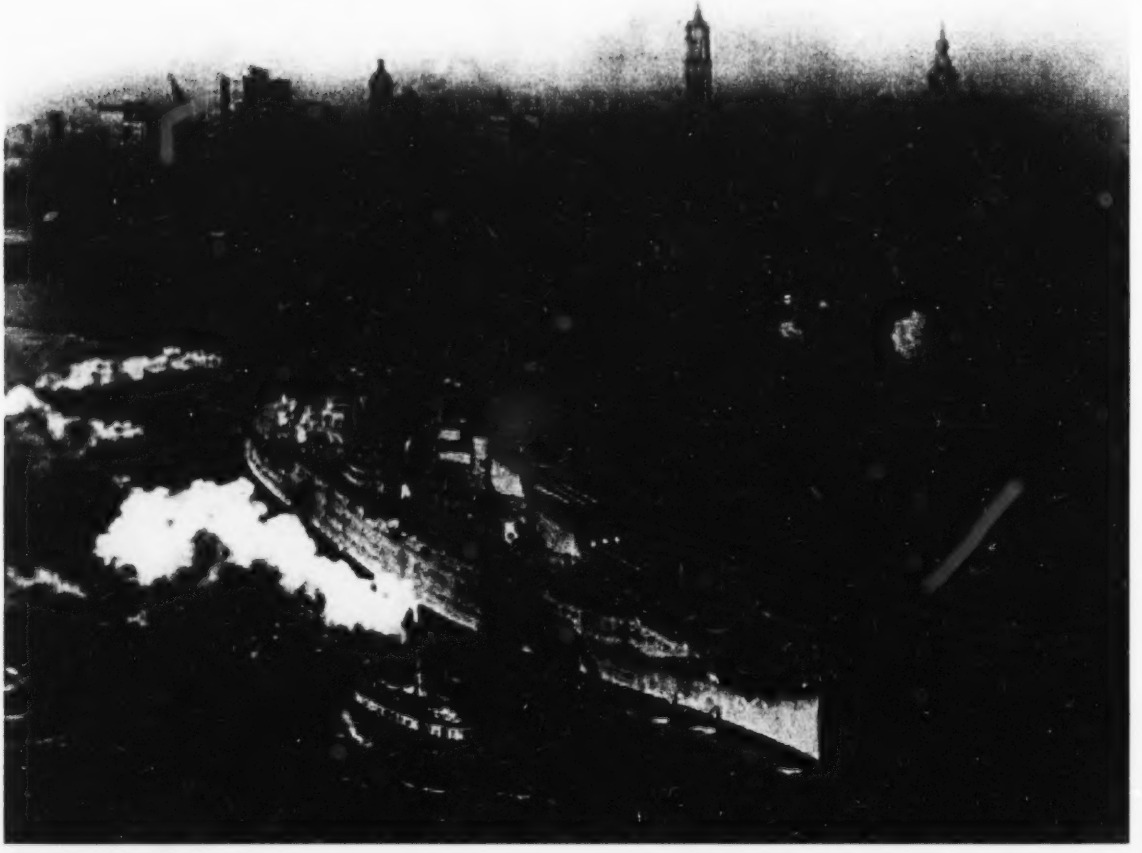
2. How many families had three sons on board? How many of those sons survived?

3. What else can you learn from this chart?

Information for Chart 2 comes from the USS Arizona Memorial, National Park Service.

Teaching Activities--Visual Evidence

Photo 1: USS Arizona sets out from New York for trial manuevers in 1918.



(USS Arizona Memorial)

1. How does the photo help give a sense of the size of the battleship?

2. How long after this trial maneuver did the Arizona sink?

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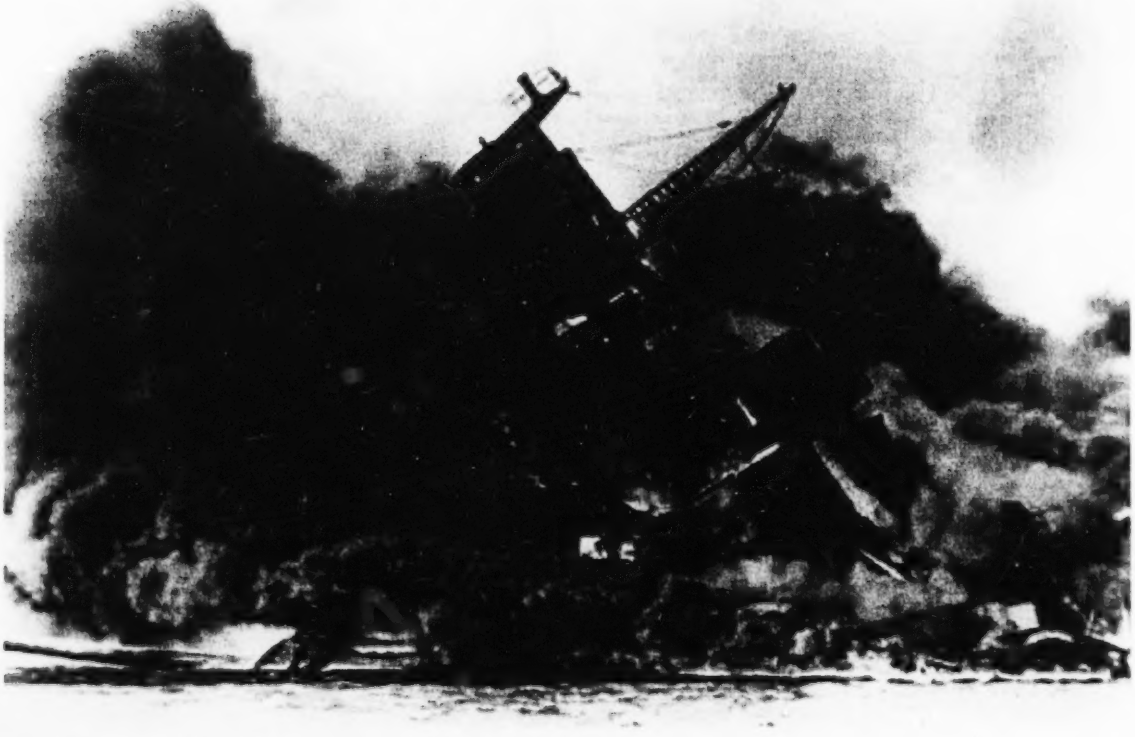
Teaching Activities--Visual Evidence

Photo 2: Shattered by a direct hit, the USS Arizona burns and sinks, December 7, 1941.



(USS Arizona Memorial)

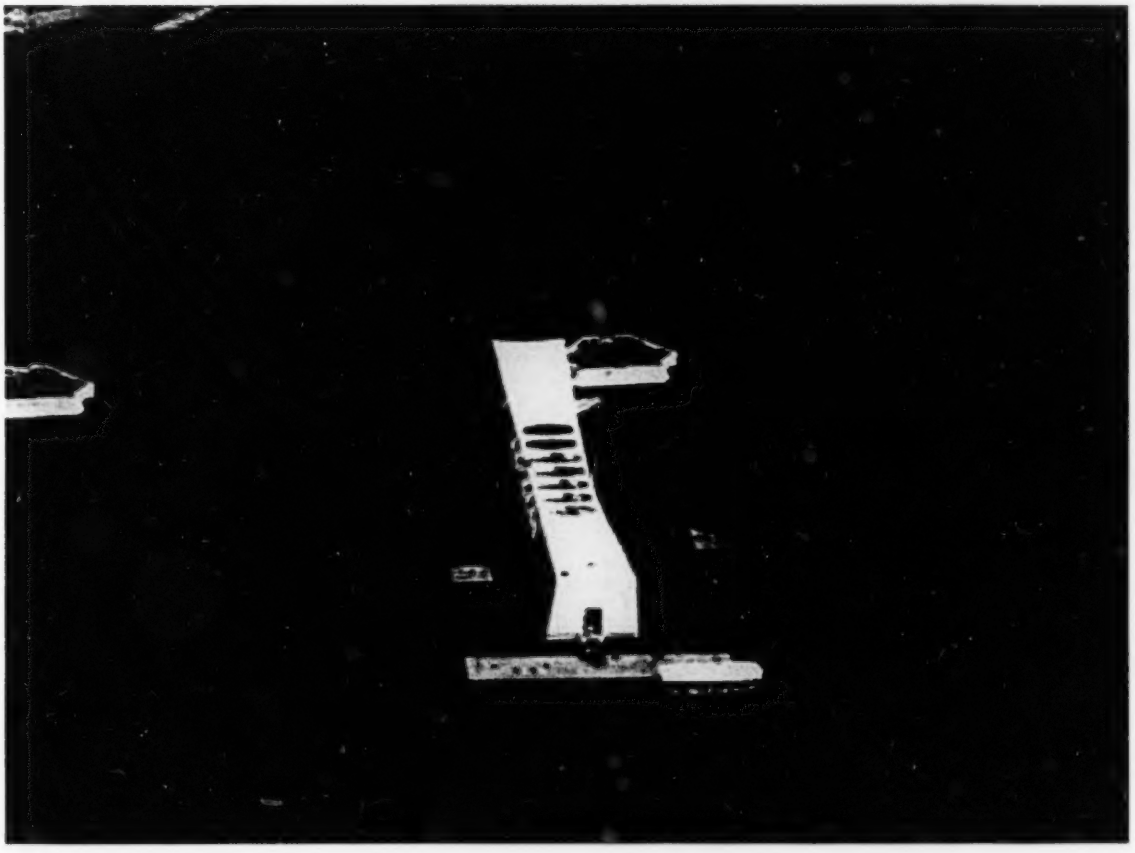
1. The U.S. Navy did not allow much from the photographic records of the Pearl Harbor attack to be made public in 1941. Why do you think they made that decision?

2. What do you think was the reaction of the American public when they saw this image published in their local newspapers?

3. From examining the photo, can you make out where the USS Arizona was hit and how she sank?

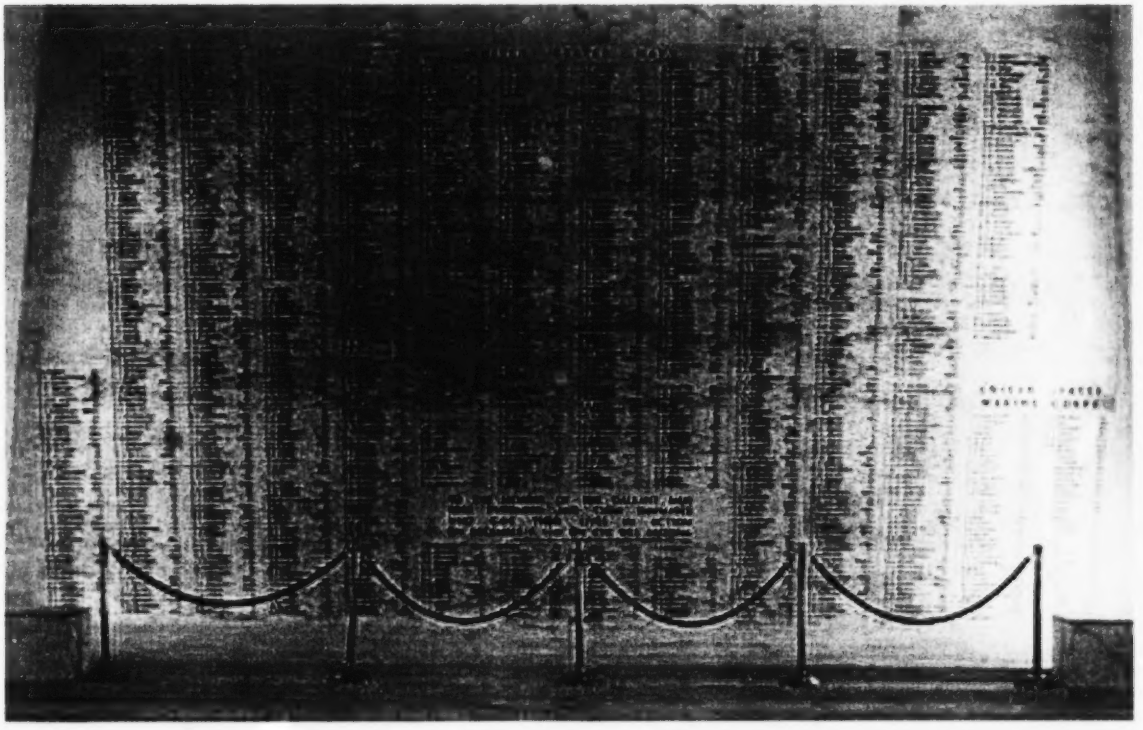
Teaching Activities--Visual Evidence

Photo 3a: Aerial view of the USS Arizona Memorial.



(Hawaiian Service, Inc.)

Photo 3b: The names of the Arizona's dead are inscribed on this white marble wall at the Memorial.



(Beth Boland)

1. Do you think the Memorial is effective in keeping the memory of the war alive? Why or why not?

2. In what ways does the memorial evoke an emotional response? What is your reaction to the Memorial and the USS Arizona?

3. Do you think the Memorial helped to reconcile American and Japanese bitterness over the war? If so, how?

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Teaching Activities--Visual Evidence

Photo 4: Aerial view of Pearl Harbor today.

(Hawaiian Service, Inc.)

1. Match the photo to Map 3.

2. Locate the USS Arizona Memorial.

3. Does this photo enhance your understanding of the events of December 7, 1941? If so, how?

4. What kinds of things can you learn from this photo that are not evident in Map 3?

Putting It All Together

Most Americans who were alive in 1941 can remember exactly where they were when they first learned of the Japanese attack on Pearl Harbor. For many of those who served in the armed forces, and families of those who served, the Second World War was the central event of their lives--a source of both pain and pride. The following activities are designed to help students understand some of these feelings. They will also compare how opposite sides in a battle differ in their remembrances of that battle.

Activity 1: Pearl Harbor and the Casualties of War

The attack on Pearl Harbor propelled the nation into a war that lasted for almost four years. On the first day of that war, more than 2,400 Americans died; their average age was 23. Have students consider the impact such enormous losses would have on the American public. Then ask them to imagine they are reporters at the time of the attack on Pearl Harbor. Have each student write a short paper describing how they would have covered the news for their local daily papers. They should include information about the surprise attack, the sinking of the Arizona, and the statistics about the casualties. Have students work in pairs to correct rough drafts. Have three or four students read their completed features aloud and then hold a discussion on the attack and its results.

Activity 2: Comparing Textbook Accounts

Using a typical U.S. history textbook, have students read the account of Pearl Harbor. Then have students read the following paragraph that has been translated from a Japanese history textbook of the late 1960s:

> In April 1941, Japan agreed to a Japan-USSR Neutrality Treaty inorder to lessen the military threat to the north. This was followed by the occupation of the southern half of Indo-China by Japanese military forces. In consequence, the American attitude towards Japan hardened, and diplomatic relations between the two countries came to a dead end. The Tojo Cabinet conducted its business in extreme secrecy, and in the pre-dawn hours of December 8, 1941 [December 7, Honolulu time], Pearl Harbor in Hawaii was attacked and war was simultaneously declared against the United States and England. The Pacific War was thus begun. (Donald W. Robinson, Editor, As Others See Us, International Views of American History. Boston: Houghton Mifflin, 1969.)

Ask students to cite differences between the two textbook accounts and discuss why they would differ to such a great degree. Have them develop an outline of the information they think should be included in both U.S. and Japanese textbooks. Compare the outlines and discuss differences in treatment.

Activity 3: Survivors of War

Have students meet in small groups to suggest a list of questions they would like to ask a veteran--of any war. List questions on the chalkboard as each group reports and then have the class refine the list and copy the final questions. Either have students use the list during interviews they set up for after school, or for one conducted in the classroom. (Veterans' organizations such as the American Legion, Veterans of Foreign Wars, etc., can usually provide speakers who are willing to go out to classrooms.) When interviews are complete, have students compare responses.

Activity 4: Examining War Memorials

The USS Arizona Memorial records the names of the dead on a white marble wall. The Vietnam Memorial is a black marble wall that rises from the ground. Both commemorate the ultimate sacrifice that is often demanded of our nation's military personnel. Have students look for war memorials in their community. Is there a statue? Lists of the dead? A cannon mounted outside a public building? A special type of tombstone used in the local cemetery for those who served in the military? Are there any World War II memorials? What can students learn about their community's participation in World War II from these memorials (names of those who served, number of people who served, what branch of the military they represented and where they served, etc.)?

Some students may have visited Revolutionary or Civil War battlefields and may have pictures to bring to class. Other students may use library books to find examples of war memorials. Have them compare memorials from different wars by listing the materials they are made of, the size of the monument, the prominence of the memorial in its surroundings, and the dedicatory inscriptions found on the memorial. Then ask them to consider why some wars have been better remembered than others. Does the type of war fought make a difference? Have styles of memorials changed over time? Do all memorials seem fitting to the event? Do they feel the USS Arizona Memorial is appropriate for its purpose?

Remembering Pea rl Harbor--
Supplementary Resources

Remembering Pearl Harbor: The USS Arizona Memorial examines the attack that led the U.S. to enter World War II and shows how that event has been remembered. Those interested in learning more about the ship, the memorial, and what happened on December 7, 1941 will a rich variety of materials on the Internet.

USS Arizona Resources

USS Arizona Memorial http://www.nps.gov/usar/
The Memorial is one of the 378 units of the National Park Service. The park's web pages describe the history of the memorial and the events of December 7; it also provides a full Pearl Harbor casualty list and a list of the survivors on the Arizona.

University of Arizona's USS Arizona Exhibit
http://dizzy.library.arizona.edu/images/USS_Arizona/nps_survey/title.htm
This web site presents papers, photographs, and memorabilia of the USS Arizona held by the University of Arizona Library Special Collections. It also includes a history of the Arizona and links to other Internet resources about the ship and the attack at Pearl Harbor.

The Arizona Revisited: Divers explore the legacy of Pearl Harbor
http://www.nps.gov/scru/Revisit.html
A member of the National Park Service's Submerged Cultural Resources Unit describes diving in the wreckage of the Arizona and other ships damaged during the attack on Pearl Harbor. His article also includes drawings of the Arizona in its present resting place.

Pearl Harbor Resources

National Archives
The Archives has placed on its web site many items about Pearl Harbor. One way to find them is by visiting the NAIL Digital Copies search engine http://www.nara.gov/research/; entering "Pearl Harbor" returns more photographs of the destruction and of the attempts to salvage the Arizona, as well as propaganda posters inspired by the attack. The Archives' collection of resources provides photographs, oral histories of survivors, and an audio clip of President Roosevelt's "day that will live in infamy" speech. Also teacher lesson plan on Pearl Harbor: http://www.nara.gov/education/teaching/fdr/infamy.html

WWII Resources

The Pearl Harbor Working Group offers primary sources about the attack, including a discussion of the some of the most controversial claims surrounding the event, the Congressional hearings that followed the attack, and links to other sites that consider

Pearl Harbor:

http://metalab.unc.edu/pha/myths/index.html
http://metalab.unc.edu/pha/pha/index.html

Here is a listing of sites related to the Dec. 7th, 1941, attack on Pearl Harbor, Territory of Hawaii.

"No warranty is expressed or implied" regarding these sites, but they seemed to be, for the most part, well done.

Included in the list is one site which will serve as an example of the "witch hunting" which still goes on regarding that infamous day. It is included as partial explanation as to why we have expended thousands of hours of work to bring primary sources documents to the public at large and take them out of the hands of the selective-quotation crowd.

The Dorn Report The Department of Defense response to this request:
http://metalab.unc.edu/pha/pha/dorn/dorn_0.html

The Pearl Harbor Survivors Association. http://www.va.gov/vso/phsa.htm

National Archives and Records Administration: "Prelude to War."
http://dolley.nara.gov/exhall/people/prelude.html

The War in the Central and Northern Pacific"
http://www.grolier.com/docs/wwii/wwii_10.html
Link to Grolier Online.

A brief bibliography from the Military History Institute.
http://metalab.unc.edu/pha/myths/bibs-1.html

Liegh Kimmel's excellent annotated bibliography. From here you can jump to her Pearl Harbor Revisionism page.
http://www.geocities.com/Athens/3682/phbibliography.html

"Air Raid On Pearl Harbor X This is no drill." Facsimile of radiogram from Pearl Harbor.
http://dolley.nara.gov/exhall/originals/fdr.html
Also available is audio of FDR's address to Congress on Dec. 8th.

"Road to Pearl Harbor" from University of San Diego.
http://ac.acusd.edu/History/WW2Timeline/RD-PEARL.html

Pearl Harbor Remembered. Dedicated to the memory of that day.
http://www.execpc.com/~dschaaf/mainmenu.html

University of Arizona page dedicated to USS Arizona.
http://dizzy.library.arizona.edu/images/USS_Arizona/USS_Arizona.shtml

Was FDR to blame? Or do some people have way too much time on their hands?
http://www.clinton.net/~mewilley/pearl.html

Locations Of Warships Of The United States Navy December 7 1941
http://www.NavSource.Org/Naval/usf.htm

Japanese Strike Force: The Ships That Attacked Pearl Harbor And Their Fate."
http://www.NavSource.Org/Naval/japan.htm

Japan's Decision for War by Louis Morton, from Command Decisions.
http://www2.army.mil/cmh-pg/books/70-7_04.htm